

**SYLLABUS
FOR
DIPLOMA IN PRE-PRIMARY TEACHERS
TRAINING PROGRAMME**

(For Academic Session 2012 Onwards)



DIRECTORATE OF DISTANCE EDUCATION

**THE UNIVERSITY OF KASHMIR
SRIAGAR 190006**

Course Structure for Diploma in Pre – Primary Teacher Training (DPPTT)

- I. The following shall be the course structure for nine months Diploma in Pre-Primary Teachers Training.

Course	Title	Distribution of Marks		Total Marks
		Theory	Internal Assessment/ Assignment	
PT-01	Principles of Pre-School Education	80	20	100
PT -02	Child Psychology	80	20	100
PT -03	Physical Education, Health & Nutrition	80	20	100
PT -04	Development of language and Manipulative Skills	80	20	100
PT -05	Development of Mathematical & Scientific Skills	80	20	100
PT -06	Practical Skills & Activities Part (A) and Projects Work Part (B)	80 } 80 } 160	20 } 20 } 40	200
Total		560	140	700

- II. Each paper shall contain 100 marks with the following break up:

Theory 80 marks

Internal Assessment 20 marks

- III. Each paper shall contain 5 units. The question paper shall contain 10 questions, two from each unit. Students shall be required to attempt 05 questions selecting one from each unit within a period of 3 hours.

- V. The internal assessment marks shall be awarded by the counselor (s) of the respective courses on the basis of performance of the candidate in the test/assignment/practical etc.
- V. The examination shall be conducted after the completion of one academic year by the Controller of Examinations.
- VI. The Programme administration shall be as per the procedure/guidelines adopted by the Centre of Distance Education for other programmes.



DIRECTORATE OF DISTANCE EDUCATION
UNIVERSITY OF KASHMIR

DETAILED SYLLABUS

Paper-I

Maximum Marks: 100
External Exam: 80
Internal Assessment : 20

PT-01 Principles of Pre-School Education:

Unit-1 Aims and objectives of Pre-School Education, Need & Significance of Pre-Schooling

Unit-II Philosophical contribution to Pre-school Education with reference to Rousseau, Froebel, Maria Montessori, John Dewey, Pestalozzi .

Unit-III The Pre-School Teacher:
Duties and role of the Pre-school teacher (as a teacher, as a mother , as a counselor and as manager).

Unit-IV Institutions for the Pre-school Education in Kashmir. Present status, problems and prospects. Pre-schools, Creches etc. and assistance to Pre-school institutions (Local and foreign)

Unit-V Problems and issues on pre-school Education, Lack of sufficient Pre-schools parental awareness.
Lack of professional training for teachers government policy.

Paper-II

Maximum Marks : 100
External Exam : 80
Internal Assessment : 20

PT-02 **Child Psychology**

Unit-I Importance of psychology for the pre-school teacher. Two aspects Of behaviours (Overt and Covert Behaviour) some modes of behaviour , Concept of normal and deviant behaviour, Emphasis on normal behaviour

Unit-II Physical Development
Pre-natal development sequence of development, (Birth to 6 years)
Development norms, Growth and height,
Manipulative development, mass activity and specific activities, fingers, thumb, dexterity, sequential development of manipulative Skills.

Perceptual development
Modes of perception-vision , hearing, smell, taste and touch.
Perceptual development sense of depth, recognition taste etc.

Unit-III Intellectual development
Piaget's theory of intellectual development.
Development of stage (Birth to 14 year)
Key concepts of Piaget's intellectual development.

Organization, adaptation and equilibrium; assimilation
accommodation and equilibrium; conservation; reversibility;
imitation; egocentrism,

Birth to 7 years

Sensory motor stage; Importance of language; Language and concept formation; Intuitive stage; Concrete operational stage

Unit-IV Emotional and social development
Emotions in young children
Emotional development
Freudian theory, (Id, Ego and Superego) Importance of the early years, conflicts, frustration and defense mechanisms. Socialization, Importance of the early year of life, social adjustment and social maladjustment.

Unit-V Moral development.
Piagetian theory, Moral Judgment
How children acquire moral values, Imitation; Identification and attitudes from home and other institutions.

Paper-III

Maximum Marks : 100
External Exam : 80
Internal Assessment : 20

PT-03 Physical Education, Health & Nutrition

Unit-I **Physical Education**

Nature & Meaning, Stages of Development Activities promoting Physical Education

Unit-II **Nutrition**

Basic Requirements, Balanced diets and water, Making use of commonly available food materials in Kashmir, Preparation of food, Malnutrition

Unit-III **Health Education**

Concept and Meaning, cleanness with reference to body, clothes and the Environment, Good health habits

Unit-IV **Safety Measures**

Measure for children & care and protects of Infants and Children

Unit-V **Immunization**

Identification infectious diseases, Accidents and First Aid

Paper-IV

Maximum Marks : 100
External Exam : 80
Internal Assessment : 20

PT-04 Development of Language and Manipulative Skills

Unit-I Listening, speech, Pre-reading, Pre-writing, correct pronunciation
Building vocabulary

Types of Activities:

Identifying colours and use of colours, Media of expression,
Drawing, Modeling, Making patterns and motives Embroidery
Organization of activities and display, Selection and preparation of
material, Preparation of equipment.

Unit-II **Children Poetry and Songs**

Activities, Drilling, Reciting and singing, Collecting nursery Rhymes,
Poems and Songs, Integration childrens songs and percussion
instruments

Creative music and movement

Significance of melody, rhymes and tempo, Development of
musical activities-preparing musical instruments, Integration of
music and movement with other activities.

Unit-III **Children Stories**

Significance of relating stories to children, characteristics of
children's stories, Relating, creating and illustrating stories
integration and evaluation.

Unit-IV **Creative drama**

Significance of creative drama (aims and objectives), characteristics
of creative drama, Activities (writing acting and presentation),
Integration and evaluation.

Unit-V **Manipulative skills**

Aims and objectives, significance of developing manipulative skills,
Activities promoting manipulative skills, Collection and preparation
of material.

Paper-V

Maximum Marks : 100

External Exam : 80

Internal Assessment : 20

PT-05 Development of Mathematical & Scientific Skills

Unit-I Mathematical experiences of the pre-school child which contribute to conceptual development.

Unit-II Use of appropriate vocabulary expressing the following mathematical concept. Sorting, shapes, size, one to one correspondence, ordering, position, conservation, relation, neighbourhood, symmetry.

Unit-III Development of mathematical concepts, preparing teaching aids with mathematical concept. Teacher's role in the organization of activities to promote development of mathematical concepts.

Unit-IV Plants -Care of plants, pets and insects, nature trails

Unit-V (a) Moving and static components of the environment (natural phenomenon changes in the environment)
(b) Habits manners and Etiquette.

Suggested Readings:

1. Bhatia and Bhatia, (1995). Theory and Principles of Education; Waaba House Delhi.
2. Brewee, J.A. (1998) . Introduction to early childhood education. 93rd); Biston Allyn & Bacon.
3. Day Barbara (1983) . Early childhood education; New York Macmillian .
4. Grewal, J.S. (1984) . introduction to Agra National Psychological Corporation.
5. Hildebe and Verma (1981). Introduction to early childhood education, N-4. Macmillian.
6. Jenkins, E (1977) . A Practical guide to early childhood curriculum, C.V. Mostey Co.
7. Kaul, V. (1977). Early childhood education programme. New Delhi; NCERT.
8. Kohn Ruth (1972) . The exploring child Mumbai; Orient Longman.
9. Kullbaemis (1988) . Parent Education perspectives and approaches. Jaipur; Ravat Publications.
10. Maxim, 9 (1980) . The very young, California wordsworth .
11. Murelidharam , R. (1991) . Guide to Hurcery School teachers; New Delhi ; NCER.
12. Read Katherine (1980). The Nursery school halt Rineherst and Winston.
13. Monhabty Tagannath and Mohanty Bhagyandhar, Early childhood care and education (ECCE).

Paper VI

Maximum Marks : 200
External Exam : 160
Internal Assessment: 40

PT-06 Practical Skills, Activities and Projects Work

Paper A: Practical skills and Activities

S.NO.	Activity	Equipment	Presentation	Educational Value
1	Identify coloured things, coloured boxes	Pairs of coloured things, coloured boxes	Pairs of different coloured things are to be presented before the child and ask them to match the pairs	Identification of colours
2	Drawing	Pencils, rubber, colours, drawing boards, brushes etc.		
3	Finger Painting	Low table with spacious top 40- by 45 cm (for six children) finger paint plastic aprons	Present finger paint (three or four colours) in plastic bowls in center of the table, teacher places table spoons of finger paint on paper. Child chooses colours and paints to place on paper where he wants to colour.	Self discovering of colour and design with a highly changeable, tactile medium. Use of both hands gives this art a unique value. Co-ordination of torso, arm, wrist, hand finger and eye. Emotional satisfaction through the use of fantasy.
2.2	Crayon Drawing	Spacious table top 40 by 54 low chairs wax crayon in at least eighty colours, 9 by 12 inch. White drawing paper, larger paper for smaller children	Crayons may be presented in holder made of low cans screeds to a wooden board, cans must be shallow enough to allow crayons to protrude above edge. Use of stubs causes tension in hand muscles.	Self-discovery and explanation of colours spontaneously produced small forms. Coordination of hand and eye of small tool. Emotional satisfaction through use of fantasy. Restful activity while seated

3	Modeling			
3.1	Clay Modeling	Low table and chairs, spacious table top hi sexy sun mica or tight cloth covering. Ready-mixed clay in plastic bag. Tissue paper, paperclips, cello tape buttons. Cotton wool, spills etc. waste materials	Clay should have modeling consistency suited to the pressure to the pressure child's hand. Each child should gave a piece of clay about the size of a grape fruit in bulk, extra supply in center to table.	Development of hand muscles. Exploration of dimensional form with changeable medium. Emotional satisfaction through use of fantasy. Restful activity while seated. Developing of creative ability
3.2	Card model making			
4	Paper folding cutting and pasting and making patterns	Scissors, gum, pictures, glazed paper, albums	Piece of construction paper at place, paste container for each child	Use of colour and texture, form, and texture in free design construction in use of adhesive material and placement.
5	Embroidery	Needles, thread, cloth	Show some simple stitches to children, which are easy to manipulate	Help in five motor co-ordination. Restful activity while seated.
6	Creative, Music and Movement music	Musical instrument, Bells, Costumes, Make up materials etc.	Construction of an environment conducive to the maximum utilization of musical responses is not haphazard.	Helps in physical emotional, social and mental growth. Helps a child to become familiar with music and listening to it with interest.
6.1	Movements	Music tapes, tape recorder, drums		Taking pleasure in movement and rhythm
6.2	Sound Exploration	Different musical instruments, table guitar, drums, harmonium etc.	Teacher introduces instruments in group discussion and explains "Different sound" loud and soft to present other instruments to child	Trying to express feelings or thoughts through sound and movement. Individual exploration of tone, pitch, rhythm, matching tones and rhythm. Individual and group play with combination and effects

7	Recitation of Nursery rhythms and singing of songs	Nursery rhyme books, musical instruments gramophone records etc.	Make the children sing rhymes and listen to recorded programmes	Emotional satisfaction through use of fantasy sound discrimination. Development of muscular co-ordination while singing and enacting rhymes.
8	Children's Stories	Picture books of good quality, fantasy and reality subjects, scrap books, album's of colourd post cards in set of related subjects of interest of children	Low table and chair in secluded areas low, wide up right rack, so that covers of book may be seen. Rugs in floor for those who like to look at books on the floor good sight.	Restful activity while seated. Individual experience in social situation. Correct use and care of books. Imaginative thought about percepts suggested by pictures. Introduction to consistently good art in colour, design and illustration. Interest in Natural and Social Science subjects
8.1	Conversation	Story books topics.	Present story books to children narrate the story in a modulated voice which would create interest in the children. Teacher will imitate, three should be verbal expression and activity.	Helps in language development been capable indistinctly what others say. Being capable of saying what one has experiences and thought story provides enrichment and enjoyment. Satisfies aeathetic hunger.
9	Creative Drama & Puppetry	Costumers, clown, fairy, blanket, king, queen, etc. ladies hats, bride dresses, common, folk dresses, puppets different character accessories etc.	Can be used in the play room expect when art material is used. Full length mirror. No high heeled shoes as clatter seems to agitate both wearer and whole group.	Child initiated dramatic play of adult child and fantasy role. Reproduction of raal life situation with chills sized props. Emotional satisfaction through the use of fantasy. Identification with adult roles related to

				occupations and interest. Group play involving communication of ideas in words.
10	Manipulative Skills			
10.1	Play with floor blocks and accessories	Unit block of various sizes and shapes. sets of small cars, trunks, trains, boats, trees, farm animals traffic signs.	Stored on long shelves, wheel toys lined up shelves, accessories in shallow wooden boxes plenty of floor space. Unit block stacked according to size. Teacher keeps littered block picked up during play. Children allowed reasonable supply where they are building.	Development of muscular coordination construction experience involving number, size, weight, balance and design dramatic and individual and social play reproduction, real life situation. under small scale. Emotional satisfaction through the use of fantasy.
10.2	Play with table toys	Sets of small (Do with) toys, coloured 1 inch cubes with farm sets, cars, boats, animals, Rig-a fig, chess sets, pigboards, puzzles individual black boards with coloured chalks and sponge, town blocks, individual doll house rooms, (three sided) boxes with furniture and family dolls, various sized nuts and bolts, locks with attached keys, magnets and		Co-ordination of eye-hand, fine muscle exercise, play involving use of series of objects, colours and forms. Reproduction of real life situation on a small scale. Arrangements into abstract design. Emotional satisfaction through the use of fantasy. Individual and partner play in social situation. Relaxing and absorbing play while seated.

		accessories, lotto sets, individual felt boards and geometric and pictorial pieces of coloured felts.		
	Play House Activities	Child sized furniture: table and chairs, stove, sink, bed, refrigerator, rocking chair, cupboard chest of drawers ironing board.	Teacher arranges play house in advance of play; children may rearrange during play; teacher sets in order between groups of play. Uncrowned arrangement of furniture, clean sturdy, painted in soft colours.	Awareness of factors related to subjects (home, family)
10.3	Bead stringing	Beads and strings	The teacher will ask the student to bend the strings	Improvement five and gross motion co-ordination. Helps in counting co-ordination of eye and hand.
10.4	Play with puzzle	Manipulative apparatus	Teacher will give student the manipulation apparatus and ask them to work on it.	Helps in five and gross motion coordination. Helps to be imaginative.
10.5	Wood working	Study table with heavy top height about waist level, over hanging edge for use of "c" clamp. Bins of small pieced of soft wood in variety of sizes an shapes (not over 12 inch long), box of small hardware findings: bits of leather, cloth and rubber. Hammers, nails, cross cut saws, clamps	Placed in best area for non-interference and away from quiet activities. Not more than four children working at a time.	Co-ordination of eye, hand, arm and back muscles. Construction involving valance and design with resistant material. Introduction to use of adult material in permissive situation. Reproduction on a small scale of real life objects without pressure of patterns to copy.

11	Water play (outdoor or indoor)	The sand table can double on occasion as a water table. Individual plastic dish puns can be placed along a bench or on a low table 2 or 3 inches of water for play. Water may be coloured with vegetables for added interest accessories, painted cars, small pitches, small funnels, short lengths of rubber hose, sponges. Corks. Cans with holes punched in bottom or sides	Purely manipulative water accessories may be provided one day and boats and docks etc at other times. Low shelves nearby for storage of accessories.	Development of co-ordination from use of various accessories with water, i.e. funnels sponges, containers and toys Experience with water properties such as displacement, momentum of objects in water absorbency, cause and effect of wet.
11.1	Sand table play (outdoor)	Metal bin 36 by 54 in to 6 inch. Deep set in wooden frame with legs; height 18 to 20 inch. Wide ledge around bin for play with sand accessories. Sand can be kept in bin more easily if the outside edge of the table has a low molding. Accessories: small painted cans of various sizes wooden boats. Trains, cars, airplanes; small wooden shovels; sieves	The best place for the sand table is in the play yard. In a shady place away from vigorous play. Accessories on low shelves near the sand table.	Development of co-ordination in using containers to pour, shift, fill and mould. Tactile satisfactions in molding handling damp sand. Emotional satisfactions through the use of fantasy. Reproduction of real life situations and landscapes a small scale. Individual and group play in the same situation.

		jelly molds and tongue depressors. Dampo sand, dry sand is best for two-years old.		
12	Habits and manners. Cleaning teeth. Hands face and other body parts, dressing undressing. Buttoning and lacing combing hair, cleaning and polishing shoes, opening and closing doors and boxes. Thanking and expressing regret meeting people and taking	Soap, water brush paste, towel, basin tongue cleaner, sets of dresses, Buttoning and lacing frame. A comb Handkerchiefs and washing soap, polish and piece of cloth, boxes . Food and utensils. Utensils rag and vim.	Helps the child in all these activities in a routine	A child sets up a routine in life helps in the house and gets a proper understanding of house hold chores. Helps in five motor & gross motor co-ordination, Helps in eye hand co-ordination.

Pets and animals nature:

1. Protecting animals and plants in the environment and being in contact with nature.
2. showing interest in natural phenomenon and trying to observe and understand them better.
3. Acquiring the simple talents necessary for adapting to daily life.

LIVE EXHIBITS:

Animal House

EQUIPMENT: Two aquariums, at least two cages (one small and one large) one insect container as permanent equipment.

Old play pen with mesh.

Pen for animals visitors, such as puppies and kitten, duck, lamb, baby, goat, setting hen and rabbits.

For presentation in small cage

Pigeons, Sparrow, Maina

For presentation in large cage

Rabbits, hen cock

For presentation in Insect container

Ants, Caterpillar, Spider, Beetles, Moth butterfly cocoons, Butterflies, Honey bees (domesticated).

Plants: Potted Plant, Mossy rocks, pebbles, Bonsai shells, pond (water plant)
Kitchen garden.

Traces of nature: Sun, Shadow light and temperature.

CURRICULUM CONTENTS

Paper VI Practical Skills, Activities and Projects Work

Part B: Project Work

1. The trainees shall observe children in variety of situations at play, in school.
2. Observation of children in non-formal setting and relation it to classroom discussion.
3. Identification of children having behavior problems and discussing such cases in the classroom to find out ways of handling such children.
4. Conducting meetings of parents/community for building awareness about the needs and objectives of PSE.
5. The pre-school trainees shall prepare list of individuals, originations and agencies dealing with education and welfare programmes of young children at local regional & state levels.
6. Field placement of concurrent fields work to study the pre-school functioning in the near by area and involvement of trainees in pre-school activities.
7. Visits of other models of pre-schools and reporting of observations. Balwadi and Aganwadi Centres mobile crèches other nursery schools.
8. Preparation and use of toys from indigenous and low cost materials.